DOCUMENT RESUME

ED 132 689 EA 008 975

AUTHOR Hooper, Richard
TITLE An Evaluation of the Community Education Program of Metropolitan Public Schools of Nashville-Davidson County, 1975-76. Report.
INSTITUTION Nashville - Davidson County Metropolitan Public Schools, Tenn.
PUB DATE Aug 76
NOTE 92p.; Photos may not reproduce clearly ; Report prepared by Department of Research and Evaluation, Metropolitan Public Schools, Nashville, Tenn

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS Administrative Personnel; Community Education; Community Involvement; Community Organizations; *Community Schools; Educational Programs; Elementary Secondary Education; Participant Satisfaction; *Program Evaluation; *Questionnaires; *School Community Programs; School Community Relationship
IDENTIFIERS *Nashville Davidson County Tennessee Schools

ABSTRACT

The results of the evaluation of the community education program of the Nashville-Davidson County (Tennessee) Metropolitan Public Schools are contained in this volume. Evaluation questionnaires were sent to participants in all seven Nashville-Davidson County community schools, as well as to school administrators and to community organizations using community school facilities. Although only 32 percent of the participants contacted responded to the questionnaire (most of these from one school), the evaluators conclude that this sample is representative of all community education participants. The percentages of response from administrators and community agencies were higher. Generally, the respondents gave the community education program high ratings. Four-fifths of the surveyed program participants said they planned to take part in other community education activities. A majority of the administrators believe that the program has improved school-community relations. (DS)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED132689

U S DEPA
EDUCA
NATIO

THIS DOCUME
DUCED EXACT
THE PERSON O
ATING IT POI
STATED DO N
SENT OFFICIA
EDUCATION P

An Evaluation of the Community Education Program Public Schools of Metropolita Nashville-Davidson County, 197

Department of Research and Evaluation
Metropolitan Public Schools

2 EA 008 975

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

An Evaluation of the
unity Education Program,
Schools of Metropolitan
-Davidson County, 1975-76

ment of Research and Evaluation
Metropolitan Public Schools

An Evaluation

of the

Community Education Program

of

Metropolitan Public Schools

of

Nashville-Davidson County

report prepared by

Richard Hooper, Research Assistant

Department of Research and Evaluation

Dr. Ed Binkley, Director

August, 1976

BOARD OF EDUCATION

L. C. Biggs, Chairman

Isaiah T. Creswell, Vice Chairman

Mrs. John Adkins

George H. Cate, Jr.

Paul Cohn, Jr.

Troy E. Lynn

Mrs. C. F. Mager

Mrs. L. P. Major

Dr. William L. Scholes

Dr. Elbert D. Brooks, Director of Schools

Charles O. Frazier, Deputy Superintendent

Dr. G. Hugh Waters, District I Superintendent

Hale Harris, District II Superintendent

William K. Wright, District III Superintendent

Community Education is a community service of the Metropolitan Public Schools
and is a department of the
Division of Instructional Services, William H. Patterson, Assistant Superintendent

BOARD OF EDUCATION

L. C. Biggs, Chairman

Isaiah T. Creswell, Vice Chairman

Mrs. John Adkins

George H. Cate, Jr.

Paul Cohn, Jr.

Troy E. Lynn

Mrs. C. F. Mager

Mrs. L. P. Major

Dr. William L. Scholes

Dr. Elbert D. Brooks, Director of Schools

Charles O. Frazier, Deputy Superintendent

Dr. G. Hugh Waters, District I Superintendent

Hale Harris, District II Superintendent

William K. Wright, District III Superintendent

Education is a community service of the Metropolitan Public Schools
and is a department of the
Instructional Services, William H. Patterson, Assistant Superintendent

COMMUNITY EDUCATION STAFF

Arnold G. Love, Director of Community Education

Hubert Crouch, North High School Coordinator

Woodrow Dorris, McMurray Junior High School Coordinator

Jerry Love, Warner Elementary School Coordinator

Lemore McGill, Pearl High School Coordinator

Glenn Moore, McGavock High School Coordinator

Don Sain, East High School Coordinator

ACKNOWLEDGEMENTS

Special thanks to:

The secretaries of the Department of Research and Evaluation for their typing and editorial assistance: Sarah Chamberlain, Jean Farris and Virginia Porter.

The secretaries of the Community Education Program for their assistance in data collection: Patricia Jones and Sarah Travis.

Paul Osborne for his assistance in cover design and overall layout.

Page

Introduction 1

History 1

Community Education: An Overview 1

Goals of Community Education 3

Rationale for Community Schools 5

The Seven Community Schools 7

Evaluation Procedures 10

Results From the Evaluation Instruments 12

Participant Survey, Multiple Choice Items 12

Participant Survey, Open-Ended Items 14

School Administrators Survey, Multiple Choice Items 20

School Administrators Survey, Open-Ended Items 21

Survey of Community Agencies, Multiple Choice Items 26

Survey of Community Agencies, Open-Ended Items 26

Summary of Results 31

Participant Survey 31

Administrators Survey 33

Survey of Community Agencies 34

CONTENTS

	Page
. . . . .	1
. . . . .	1
Education: An Overview	1
Community Education	3
for Community Schools	5
Community Schools	7
cedures	10
e Evaluation Instruments	12
t Survey, Multiple Choice Items	12
t Survey, Open-Ended Items	14
inistrators Survey, Multiple Choice Items	20
inistrators Survey, Open-Ended Items	21
Community Agencies, Multiple Choice Items	26
Community Agencies, Open-Ended Items	26
lts	31
t Survey	31
tors Survey	33
Community Agencies	34

Table of Contents (continued) Page

Conclusions and Implications 35

Appendix A

Activities at the Respective Community Education Centers 39

Appendix B

A Gallery of Pictures Depicting Activities at the Community Education Centers 45

COMMUNITY EDUCATION EVALUATION REPORT

Introduction

History

The Community Education Program was initiated in the Metropolitan Nashville Public Schools under the federally funded Emergency School Assistance Program (ESAP) during the school year 1970-71. Originally, five Community Education Centers were set up at Highland Heights Junior High School, McGavock Comprehensive High School, McMurray Junior High School, Warner Elementary School, and West End Junior High School. Subsequently, in 1972 two schools were added: East Senior High School and North High School.

During the year 1972-73 the Community Education Program became totally funded by local monies. Two years later, in 1974, the West End Community Education Center was closed and the Pearl High School Community Education Center was opened.

During 1975-76, seven Centers were in operation: East, Highland Heights, McGavock, McMurray, North, Pearl, and Warner.

Community Education: An Overview

Community education is a concept that stresses an expanded role for public education and provides a dynamic approach to individual and community improvement.

Community education encourages the development of a comprehensive and coord delivery system for providing educational, recreational, social and culture services for all people in a community. Although communities vary greatly some being richer than others, all have tremendous human and physical resou that can be identified and mobilized to obtain workable solutions to proble Inherent in the community education philosophy is the belief that each comm education program should reflect the needs of its particular community. Th philosophy advocates a process which produces essential modifications as ti and problems change.

Community education provides an opportunity for people to work togethe to achieve community and self-improvement. As citizens become involved in decision-making process, a climate of mutual respect, acceptance, and under standing of differences often develops which can result in improved communi school relationships. Through cooperation and communication, the schools become community schools which are operated in partnership with civic, busi and lay leaders, as well as community, state, and federal agencies and organizations. These community schools offer lifelong learning and enrichm opportunities in education, recreation, social and related cultural servic with the programs and activities coordinated and developed for citizens of ages, ethnic backgrounds and socio-economic groups.

Community education encourages the development of a comprehensive and coordinated delivery system for providing educational, recreational, social and cultural services for all people in a community. Although communities vary greatly with some being richer than others, all have tremendous human and physical resources that can be identified and mobilized to obtain workable solutions to problems. Inherent in the community education philosophy is the belief that each community education program should reflect the needs of its particular community. The philosophy advocates a process which produces essential modifications as times and problems change.

Community education provides an opportunity for people to work together to achieve community and self-improvement. As citizens become involved in the decision-making process, a climate of mutual respect, acceptance, and understanding of differences often develops which can result in improved community-school relationships. Through cooperation and communication, the schools become community schools which are operated in partnership with civic, business and lay leaders, as well as community, state, and federal agencies and organizations. These community schools offer lifelong learning and enrichment opportunities in education, recreation, social and related cultural services with the programs and activities coordinated and developed for citizens of all ages, ethnic backgrounds and socio-economic groups.

Community schools are open the entire year, 18 hours a day or longer, if necessary. They become a place where people of all ages gather to learn, to enjoy themselves and to be involved in community problem solving efforts. Although activities and programs are provided through school facilities, they are not limited to the school building itself because the school extends itself into the community. Agencies, factories, businesses, and the surrounding environment become part of the learning laboratory.

Goals of Community Education

The community education philosophy stresses developing and strengthening the vital relationship, mutual dependence and fundamental linkage between the home, school and community in all phases of human growth and community improvement. By utilizing the total community environment, the community becomes a living-learning laboratory for students and adults. Tax dollars as well as private funds are used more effectively and much duplication of services is eliminated.

The following categories of goals have been summarized in a national study for community education goal development:*

---

* Paul DeLargy, CEGA 1: Community Education Goals Ascertainment (Midland, Michigan: Pendell Publishing Co., 1974).

1. Make maximum use of community resources to provide a comprehensive educational program for the entire community.

2. Establish coordination and cooperation among individuals, groups and organizations to avoid unnecessary duplication.

3. Develop a program or process for identifying existing and future individual and community needs and wants; and marshal community resources capable of effecting appropriate change.

4. Encourage citizen involvement and participation in public school and community affairs.

5. Provide and develop increased opportunities for lay and professional people to assume leadership roles.

6. Provide and promote alternative activities which could combat vandalism, juvenile delinquency, crime and other school-community problems.

7. Promote social interaction and improved human relationships among people with differing cultural backgrounds.

8. Offer supplementary and alternative educational opportunities for adults and children to extend their skills and interests.

9. Provide health programs to improve the extent and availability of community health services.

10. Provide or develop employment and vocational opportunities for meeting the individual's and the community's employment needs.

11. Provide or assist residents in securing needed social services from an appropriate agency.

12. Offer programs designed to increase understanding of political procedures, processes and issues.

- Make maximum use of community resources to provide a comprehensive educational program for the entire community.

- Establish coordination and cooperation among individuals, groups and organizations to avoid unnecessary duplication.

- Develop a program or process for identifying existing and future individual and community needs and wants; and marshal community resources capable of effecting appropriate change.

- Encourage citizen involvement and participation in public school and community affairs.

- Provide and develop increased opportunities for lay and professional people to assume leadership roles.

- Provide and promote alternative activities which could combat vandalism, juvenile delinquency, crime and other school-community problems.

- Promote social interaction and improved human relationships among people with differing cultural backgrounds.

- Offer supplementary and alternative educational opportunities for adults and children to extend their skills and interests.

- Provide health programs to improve the extent and availability of community health services.

- Provide or develop employment and vocational opportunities for meeting the individual's and the community's employment needs.

- Provide or assist residents in securing needed social services from an appropriate agency.

- Offer programs designed to increase understanding of political procedures, processes and issues.

13. Provide, develop or use available community resources to meet the people's recreational and leisure time interests.

14. Encourage processes and programs for community development and environmental improvement.

15. Provide activities relating to cultural enrichment and domestic arts and sciences.

16. Develop means of assessing and evaluating the extent to which the goals of community education are being met by the program and processes.

Rationale for Community Schools

There is a great deal of evidence to suggest that education plays a prominent role in the economic development of a community. People are an important part of the wealth of nations. An investment in human resources (and education is just such an investment) will be returned manifold in economic dividends to the community. Proponents of community education contend that it makes little sense for a school district to close down a large part of its investment early each day and leave the tools of production idle for nearly two-thirds of each producing weekday. A commercial enterprise operating on the same principle would soon go bankrupt.

Educators have always maintained that through education man can become master of his own destiny. Community Schools provide the means for a continuing education that is often denied community residents. It is reasoned that community

education can be a means of relieving poverty, ignorance, hatred and prejudi indifference and alienation and help foster compassion, understanding, and social responsibility among persons in the community.

A Community School is an involved school. It is not only involved with community, but encourages the community to become involved with it. The Community School views education and the community as a single entity where the educational establishment does not remain aloof from the everyday proble and activities of the community. This principle recognizes that people in a democratic society have a right to have a strong voice concerning the educat process in their community.

Accountability for education must be placed at various levels in a democ society. The family, the community, the schools, and various other institut all have a bearing upon the education of persons whose lives they touch. Ho the schools cannot abdicate their responsibility as an organization whose pr function is education. Unless it meets these ends it has no right to conti to exist. Advocates maintain that Community Schools squarely face the issue they are accountable to the entire community for providing quality educatio all the residents.

The Metropolitan Board of Education went on record in 1970 as supportin

ucation can be a means of relieving poverty, ignorance, hatred and prejudice, difference and alienation and help foster compassion, understanding, and cial responsibility among persons in the community.

A Community School is an involved school. It is not only involved with the mmunity, but encourages the community to become involved with it. The mmunity School views education and the community as a single entity where e educational establishment does not remain aloof from the everyday problems d activities of the community. This principle recognizes that people in a mocratic society have a right to have a strong voice concerning the educational ocess in their community.

Accountability for education must be placed at various levels in a democratic ciety. The family, the community, the schools, and various other institutions l have a bearing upon the education of persons whose lives they touch. However, e schools cannot abdicate their responsibility as an organization whose prime nction is education. Unless it meets these ends it has no right to continue exist. Advocates maintain that Community Schools squarely face the issue that ey are accountable to the entire community for providing quality education for l the residents.

The Metropolitan Board of Education went on record in 1970 as supporting a

philosophy of education that included the concept of Community Education:

"The Board of Education accepts, as policy, the philosophy of Community Education. We see education as a continuous process throughout life and support the position that Metropolitan Schools shall cooperate with other community agencies in providing health, educational, cultural, and recreational opportunities for all residents of Davidson County regardless of age. The school in this setting becomes a force for community service and improvement, and the educational aspirations the community seeks for children are available to all citizens."

The Seven Community Schools

The locations of the seven Community Education Centers and the programs offered at each one are as varied as the Metropolitan Nashville area itself. While McGavock High School and McMurray Junior High School are located in suburban areas of Davidson County, East High School, Highland Heights Junior High School, North High School, Pearl High School, and Warner Elementary School are all located within the old city limits of Nashville.

The socio-economic area in which the school is located not only helps determine the type of classes and activities offered, but also determines whether or not fees (ranging from $15 to $25 per course) can be charged.

While fees are charged for most of the activities at McGavock and McMurray the proportion of these self-supporting courses diminishes considerably in the other Community Schools located in lower socio-economic areas.

A comprehensive high school like McGavock High School in the Donelson area of southeast Metropolitan Nashville has several advantages in recruiting participants: an exceptional facility provides opportunities for courses which would be unfeasible at other locations; the pleasant and comfortable physical plant is more inviting to participants; the natural publicity in the metropolitan area afforded to such a modern structure is such that the entire comprehensive program is kept in the public eye; and so on.

The Community Education personnel in schools located in lower socio-economic areas often have to spend more of their time recruiting, while personnel in the suburbs have less trouble recruiting but spend a considerable amount of their time administering a complex program that is requested by the constituents.

Each Community School has aspects that are unique to itself alone. To mention a few: East has an Adult Community Band and an Adult Community Chorus. At Highland Heights the "Vista" Program is a continuing project to help neighborhood residents deal with everyday problems and special problems

hile fees are charged for most of the activities at McGavock and McMurray, he proportion of these self-supporting courses diminishes considerably in he other Community Schools located in lower socio-economic areas.

A comprehensive high school like McGavock High School in the Donelson rea of southeast Metropolitan Nashville has several advantages in recruiting rticipants: an exceptional facility provides opportunities for courses ich would be unfeasible at other locations; the pleasant and comfortable ysical plant is more inviting to participants; the natural publicity in e metropolitan area afforded to such a modern structure is such that the tire comprehensive program is kept in the public eye; and so on.

The Community Education personnel in schools located in lower socio-nomic areas often have to spend more of their time recruiting, while rsonnel in the suburbs have less trouble recruiting but spend a considerable unt of their time administering a complex program that is requested by the stituents.

Each Community School has aspects that are unique to itself alone. mention a few: East has an Adult Community Band and an Adult Community rus. At Highland Heights the "Vista" Program is a continuing project to neighborhood residents deal with everyday problems and special problems

such as obtaining a social security number or a birth certificate. At McGavock, college credit may be obtained by attending extension classes from Volunteer State Community College at Gallatin, Tennessee. McMurray is the home court for the Music City Wheelers, a championship winning basketball team comprised of wheelchair-confined men. The North High School Community Education Center cooperates with the Metropolitan Board of Parks in a continuing community recreation program. The program at Pearl cooperates in numerous projects with agencies in its community such as Fisk University, Meharry Medical College, and the Metropolitan Development and Housing Authority which operates several low-income housing projects in the neighborhood. The Community Education Program at Warner School is the only program housed in an elementary school (K-4). The Foster Grandparents Program at Warner is conducted in cooperation with the Senior Citizens Program. Twenty-eight senior citizens have "adopted" neighborhood children and serve as friends, tutors, counselors, etc.

Evaluation Procedures

The evaluation design for the Community Education Program consisted of administering three "paper and pencil" surveys to populations involved with the Community Schools. Thus, data were collected from three sources:

1. Survey of Community Education Participants
2. Survey of Metropolitan Public Schools Administrators
3. Survey of Community Agencies Using Community Education Facilities

Since the surveys were conducted in late Spring, school mail delivery a U. S. Mail were used to deliver the surveys.

The number of questionnaires sent to participants from each Community School were as follows:

East:	172	(17% of 995)
Highland Heights:	77	(8%)
McGavock:	355	(36%)
McMurray	188	(19%)
North	75	(8%)
Pearl	64	(6%)
Warner	64	(6%)
Total Sent	995	(100%)

Evaluation Procedures

The evaluation design for the Community Education Program consisted of administering three "paper and pencil" surveys to populations involved with the Community Schools. Thus, data were collected from three sources:

1. Survey of Community Education Participants
2. Survey of Metropolitan Public Schools Administrators
3. Survey of Community Agencies Using Community Education Facilities

Since the surveys were conducted in late Spring, school mail delivery and U. S. Mail were used to deliver the surveys.

The number of questionnaires sent to participants from each Community School were as follows:

East:	172	(17% of 995)
Highland Heights:	77	(8%)
McGavock:	355	(36%)
McMurray	188	(19%)
North	75	(8%)
Pearl	64	(6%)
Warner	64	(6%)
Total Sent	995	(100%)

A total of 317 (32%) of the participants returned their completed questionnaires.

Thirty-three administrators (Assistant Superintendents, District Superintendents, Principals of Community Schools, Members of Executive Cabinet, etc.) were sent survey forms, of which 24 (73%) were returned.

Officials of 79 community agencies were sent questionnaires. Twenty-six surveys (33%) were returned.

Results From the Evaluation Instruments

Participant Survey, Multiple Choice Items

Rate of Return: 315 returned of 995 sent = 32%

1. Age Range	a.	9 or below	7 (2
	b.	10 - 19	30 (9
	c.	20 - 29	83 (26
	d.	30 - 39	66 (21
	e.	40 - 49	75 (24
	f.	50 - 59	37 (12
	g.	60 or above	19 (6
2. Sex	a.	Female	201 (63
	b.	Male	116 (37
3. Race	a.	Black	43 (14
	b.	White	267 (84
	c.	Other	3 (1
	d.	Not marked	4 (1
4. Community School	a.	East	46 (15
	b.	McGavock	156 (49
	c.	McMurray	62 (20
	d.	North	11 (3
	e.	Pearl	13 (4
	f.	Warner	21 (7
	g.	Highland Heights	6 (2
	h.	Not marked	2 (1

Results From the Evaluation Instruments

ticipant Survey, Multiple Choice Items

e of Return: 315 returned of 995 sent = 32%

Age Range	a.	9 or below	7 (2%)
	b.	10 - 19	30 (9%)
	c.	20 - 29	83 (26%)
	d.	30 - 39	66 (21%)
	e.	40 - 49	75 (24%)
	f.	50 - 59	37 (12%)
	g.	60 or above	19 (6%)
Sex	a.	Female	201 (63%)
	b.	Male	116 (37%)
Race	a.	Black	43 (14%)
	b.	White	267 (84%)
	c.	Other	3 (1%)
	d.	Not marked	4 (1%)
Community School	a.	East	46 (15%)
	b.	McGavock	156 (49%)
	c.	McMurray	62 (20%)
	d.	North	11 (3%)
	e.	Pearl	13 (4%)
	f.	Warner	21 (7%)
	g.	Highland Heights	6 (2%)
	h.	Not marked	2 (1%)

5.	In which of the following groups would you place your Community School Class (please choose the one most appropriate category)?	a.	Academic: A "classroom-type" learning situation in which the main concern is the acquiring of knowledge.	87 (27%)
		b.	Cultural: A learning situation primarily involved in training and refining of the mind, manners, taste, appreciation, etc.	55 (17%)
		c.	Recreational: An activity designed primarily for refreshment in body or mind, as after work, by some form of play, amusement, or relaxation.	89 (27%)
		d.	Vocational: A learning situation designed to train a person for a trade, profession or occupation.	95 (29%)
6.	Where did you first hear about the Community Education Program?	a.	Friend	103 (31%)
		b.	Radio	10 (3%)
		c.	T. V.	10 (3%)
		d.	Newspaper	74 (23%)
		e.	School official	58 (18%)
		f.	Own children in school	38 (12%)
		g.	Other (please specify)	34 (10%)
7.	Do you plan to take part in other Community Education activities in the future?	a.	Yes	258 (81%)
		b.	No	17 (5%)
		c.	Uncertain	4 (1%)
		d.	Not marked	38 (12%)
8-11.	See open-ended responses.			
12.	Are you a member of the Community Education Advisory Council?	a.	Yes	4 (1%)
		b.	No	287 (91%)
		c.	Not marked	26 (8%)

Participant Survey, Open-Ended Items

7. Do you plan to take part in other Community Education activities in the future?

_____a. Yes _____b. No

If no, please state why:

Haven't the time at present	5
Leaving city in near future	4
Not interested in anything offered	4
Completed subject of interest	1
Attending Nashville Tech at present time	1
Attending U. T. Nashville this year	1
School nearest to home does not offer any subject of interest	1

8. What courses or activities would you like to have offered that are not now offered?

Types of activities requested:

Hobbies	85
Recreational activities, including sports	40
Academic courses	32
Vocational training courses	22
Cultural activities	8
Personal improvement activities	6

Participant Survey, Open-Ended Items

7. Do you plan to take part in other Community Education activities in the future?

_____a. Yes _____b. No

If no, please state why:

Haven't the time at present	5
Leaving city in near future	4
Not interested in anything offered	4
Completed subject of interest	1
Attending Nashville Tech at present time	1
Attending U. T. Nashville this year	1
School nearest to home does not offer any subject of interest	1

What courses or activities would you like to have offered that are not now offered?

Types of activities requested:

Hobbies	85
Recreational activities, including sports	40
Academic courses	32
Vocational training courses	22
Cultural activities	8
Personal improvement activities	6

9. In your opinion, what is the one best thing about the Community Education Program?

Responses appearing more than once:

Individual attention - small class - excellent teachers - opportunity to meet people - participate in activities - further education - get better job - low tuition, close to home - great variety of courses - learning and being part of a group - convenient hours - informal atmosphere - opportunity to improve knowledge - skill and appreciation of subjects through the teaching of a professional instructor - all ages - education while still holding jobs - classroom learning environment - keeps minds active and creative - extends education or makes up for lack of - uses the school building for another purpose - part of the community - provides second chance for an education - serves large number of people - community fellowship - prepare unskilled people for jobs - interaction between school and community - involvement of the entire family and community - keeps children off streets - program for children while grownup is learning - helps young people broaden perspectives - supervised after school activities for children - dedication - interest and cooperation of the instructors - fine program

Responses appearing once:

Prepared me for a flight exam - student allowed to decide what aspects of the training he wants - being able to get into the school gyms after school and on weekends - provides recreation and social contacts for those who could not afford them otherwise - learning new ideas and up-to-date knowledge - learning the methods of Real Estate - courses that are not offered at school

10. In your opinion, what is the greatest weakness about the Community Education Program?

Responses appearing more than once:

Not enough publicity to make people aware of possibilities - need more participants - need to especially appeal to the 20 to 35 year group - encourage more - lack of communication - not enough people with sufficient interest - lack of finance - need more funds for weight machine in athletic department - training and teaching aides, written materials, and other equipment - lack of supervision - evaluate the teachers more carefully - teachers not interested - not enough individual instruction - disorganized - lack of classroom teaching - teacher should be more involved in class period, demonstrate - need qualified teachers for sewing, etc., also pottery - some are late or do not show at all on occasion - too large classes, limits instruction and materials, especially for upholstery classes and pottery - facilities for some courses at some locations are inadequate - no day classes offered - classes should be offered all year long including summer - times and dates classes are offered are often inconvenient - some of the activities or classes begin too late in day - more quality programs for more interest - need more courses - some courses are not offered every semester - receive no college credits for courses taken - hours of registration hard to work into work schedule - class canceled when not enough participate - some courses fill up soon and many disappointed, course offered too far away, need closer school - courses too short - courses should be available in all parts of the system - lack of variety of courses at our school - more supervision over the program - not enough time to learn subject - not enough people support it - need more recreational facilities - schools too far apart - not enough people can attend - not enough time in class or number of days - some of the activities or classes begin too late in day - classes too long - need classes oftener than one per week and for shorter class period, twice a week - students abuse tools and misplace in day time - can't find them or materials for night class - teacher does

In your opinion, what is the greatest weakness about the Community Education Program?

Responses appearing more than once:

Not enough publicity to make people aware of possibilities - need more participants - need to especially appeal to the 20 to 35 year group - encourage more - lack of communication - not enough people with sufficient interest - lack of finance - need more funds for weight machine in athletic department - training and teaching aides, written materials, and other equipment - lack of supervision - evaluate the teachers more carefully - teachers not interested - not enough individual instruction - disorganized - lack of classroom teaching - teacher should be more involved in class period, demonstrate - need qualified teachers for sewing, etc., also pottery - some are late or do not show at all on occasion - too large classes, limits instruction and materials, especially for upholstery classes and pottery - facilities for some courses at some locations are inadequate - no day classes offered - classes should be offered all year long including summer - times and dates classes are offered are often inconvenient - some of the activities or classes begin too late in day - more quality programs for more interest - need more courses - some courses are not offered every semester - receive no college credits for courses taken - hours of registration hard to work into work schedule - class canceled when not enough participate - some courses fill up soon and many disappointed, course offered too far away, need closer school - courses too short - courses should be available in all parts of the system - lack of variety of courses at our school - more supervision over the program - not enough time to learn subject - not enough people support it - need more recreational facilities - schools too far apart - not enough people can attend - not enough time in class or number of days - some of the activities or classes begin too late in day - classes too long - need classes oftener than one per week and for shorter class period, twice a week - students abuse tools and misplace in day time - can't find them or materials for night class - teacher does

not go in-depth enough into subject, partly due to time limit of class (example, auto mechanics) - should not combine I and II parts of class - not enough individual help so that the beginner has a chance - poor attendance causes lack of interest on part of participants - screen students for better placement, lose interest and drop out causing poor attendance

Responses appearing once:

Need to insure safety of furniture used in upholstery class, things were stolen and destroyed last time - transportation needed to far away locations, have no way - have no baby sitting facilities - costs too much to offer this program - disapprove of this survey - need more recreational facilities - more volunteer workers with emphasis on religious education - limited staff for building and parking at time of class - time limit for small children so not to interfere with adults - need more centers like McGavock - support at top level - treat all alike in class - need more qualified teachers, more teachers so can have more students

11. If you could improve the program by making <u>one</u> change, what would it be?

Responses appearing more than once:

Would correct the equipment situation - provide materials at registration time - have better equipment such as visual aids - provide proper supplies and equipment - add a weight machine to the athletic department - provide some accredited courses - would provide "advanced courses" (follow-up) in own community where first course was given - have to go too far with no way to get there - rotation of courses from school to school - use more planning in the classroom lessons so each student may achieve a better knowledge - ample size room for type of class to be held there - would offer more classes at more schools - would have more classes for children - would lower the age level to 10 years - would expand the program - would have better organization of schedules and courses - would have the Community Education

Advisory Council review and approve all curriculum materials and class schedules - would offer more courses in some areas where limited now - would be sure that beginners, for example sewing, are with all beginners so they might receive ample instruction extend courses to a higher level of accomplishment that would lead to a certificate of merit on completion or give credits for completion for high school - would make more trade skill classes available - enlarge program - would have more activities available for a wider variety of people - have year-around classes - more variety of courses taught at local schools - would have classes every night of the week at all locations - give a better description of the course being offered - have more work experience in auto mechanics - more classes in tennis and slimnastics - would schedule more classes of the popular classes that fill up so quickly that one can never get in the class - have more activities and recreational centers - more teaching centers; if not enough people in class at the school one desires, often this class is moved to consolidate with another class; have had to drop the class because it was moved to an area cannot attend - add more craft-oriented courses - would have special programs for elementary school people year around - have more supervision - more advanced classes - would provide equal programs at all schools instead of overload at McGavock - would make a survey as to what courses should be offered - meet more nights - give some weekend classes - more sections same course offered different times of day so entire family can participate (like tennis) - need some courses offered in day time classes too early - have program last longer - hold class at least two nights per week - hold classes longer (or go oftener), 11 weeks too short of time - schedule courses year around - schedule early classes - shorten the class period per session - when rescheduling classes, do not change from a Monday to a Tuesday; prevents many from attending (days go in a series) - meet twice a week - start fall session earlier - better organization so class period starts on time - change class time to 6 to 9 - make a survey as to time convenient - classes given later time in day - two classes on one night

Advisory Council review and approve all curriculum materials and class schedules - would offer more courses in some areas where limited now - would be sure that beginners, for example sewing, are with all beginners so they might receive ample instruction - extend courses to a higher level of accomplishment that would lead to a certificate of merit on completion or give credits for completion for high school - would make more trade skill classes available - enlarge program - would have more activities available for a wider variety of people - have year-around classes - more variety of courses taught at local schools - would have classes every night of the week at all locations - give a better description of the course being offered - have more work experience in auto mechanics - more classes in tennis and slimnastics - would schedule more classes of the popular classes that fill up so quickly that one can never get in the class - have more activities and recreational centers - more teaching centers; if not enough people in class at the school one desires, often this class is moved to consolidate with another class; have had to drop the class because it was moved to an area cannot attend - add more craft-oriented courses - would have special programs for elementary school people year around - have more supervision - more advanced classes - would provide equal programs at all schools instead of overload at McGavock - would make a survey as to what courses should be offered - meet more nights - give some weekend classes - more sections of same course offered different times of day so entire family can participate (like tennis) - need some courses offered in day time - classes too early - have program last longer - hold class at least two nights per week - hold classes longer (or go oftener), 11 weeks too short of time - schedule courses year around - schedule earlier classes - shorten the class period per session - when rescheduling classes, do not change from a Monday to a Tuesday; prevents many from attending (days go in a series) - meet twice a week - start fall session earlier - better organization so class period starts on time - change class time to 6 to 9 - make a survey as to time convenient - classes given later time in day - two classes on one night

Responses appearing once:

Provide free snacks for breaks - put a community school in West Nashville - have the porgrams closer to the Green Hills area - provide baby sitting service - provide a place to lock up materials and furniture for upholstery classes and other classes of that kind - make the coordinator responsible to principal and area supervisor - start a bus to pick up and take home

19

School Administrators Survey, Multiple Choice Items

Rate of Return: 24 returned of 33 sent = 73%

1. Please check your position:	a.	District Superintendent	2 (8
	b.	District Director of Secondary (Elementary) Education	4 (17
	c.	Principal of school housing a Community Education Program	6 (25
	d.	Coordinator of a Community Education Program	6 (25
	e.	Administrative Cabinet	6 (25
2. How do you view the Community Education Program in your school (District, if "a" or "b" in item 1 above)?	a.	An integral and essential part of the educational program	11 (46
	b.	An asset to the overall program but not essential	11 (46
	c.	An aspect of the educational program that would not be missed if eliminated	- -
	d.	The overall educational program would be improved with its elimination	-
	e.	Does not apply	2 (
3. Do you feel that the Community Education Program has a good public relations impact with the community?	a.	Strongly agree	16 (6
	b.	Agree	7 (2
	c.	Not sure	1 (
	d.	Disagree	-
	e.	Strongly disagree	-
4. Do you think the Community Education Program should be expanded within your school (District)?	a.	Yes	22 (9
	b.	No	1 (
	c.	Does not apply	1 (

ool Administrators Survey, Multiple Choice Items

e of Return: 24 returned of 33 sent = 73%

Please check your position:	a.	District Superintendent	2 (8%)
	b.	District Director of Secondary (Elementary) Education	4 (17%)
	c.	Principal of school housing a Community Education Program	6 (25%)
	d.	Coordinator of a Community Education Program	6 (25%)
	e.	Administrative Cabinet	6 (25%)
How do you view the Community Education Program in your school (District, if "a" or "b" in item 1 above)?	a.	An integral and essential part of the educational program	11 (46%)
	b.	An asset to the overall program but not essential	11 (46%)
	c.	An aspect of the educational program that would not be missed if eliminated	- -
	d.	The overall educational program would be improved with its elimination	- -
	e.	Does not apply	2 (8%)
Do you feel that the Community Education Program has a good public relations impact with the community?	a.	Strongly agree	16 (67%)
	b.	Agree	7 (29%)
	c.	Not sure	1 (4%)
	d.	Disagree	- -
	e.	Strongly disagree	- -
Do you think the Community Education Program should be expanded within your School (District)?	a.	Yes	22 (92%)
	b.	No	1 (4%)
	c.	Does not apply	1 (4%)

5.	Do you think the Community Education Program should be expanded to other schools?	a. Yes	21	(88%)
		b. No	2	(8%)
		c. Not marked	1	(4%)
6-8.	See open-ended responses.			
9.	Are there requests from other principals in your district for a Community Education Program in their schools?	a. Yes	15	(63%)
		b. No	1	(4%)
		c. Not sure	5	(21%)
		d. Not marked	3	(13%)
10.	Do the people in your district understand and know about the Community Education Programs that are in your district and the availability of these services?	a. Yes	14	(58%)
		b. No	2	(8%)
		c. Not sure	4	(17%)
		d. Not marked	4	(17%)
11.	See open-ended responses.			
12.	See open-ended responses.			

School Administrators Survey, Open-Ended Items

6. In your opinion, what is the one best thing about the Community Education Program?

Opportunities for the citizens of the community to supplement their education no matter what age they are or what their past opportunities have been	9
Open school - open community concept; public relations strengthened by bringing adults into the school house; makes for a good working relationship	8

6. (continued)

Involvement of so many persons in the total educational program	2
Wide variety of activities available in the suburban centers	1
Increased use of school facilities - for more hours per day	6
Involvement of parents	1
Extra personnel	1

Note: There were 24 surveys returned - have 28 answers above because several gave several good reasons for a question.

7. In your opinion, what is the greatest weakness about the Community Education Program?

Lack of funds so that programs can be extended after school and at night; for proper personnel to assist with program	12
Lack of total support from the entire Metro communities, lack of public awareness, lack of leadership from Central Office on down	4
Duplication with Adult Education	2
Instability of the program	1
Under 3 different departments - should be under principal of school and local district	1
Participation in some areas is weak	1

(continued)

Involvement of so many persons in the total educational program	2
Wide variety of activities available in the suburban centers	1
Increased use of school facilities - for more hours per day	6
Involvement of parents	1
Extra personnel	1

Note: There were 24 surveys returned - have 28 answers above because several gave several good reasons for a question.

In your opinion, what is the greatest weakness about the Community Education Program?

Lack of funds so that programs can be extended after school and at night; for proper personnel to assist with program	12
Lack of total support from the entire Metro communities, lack of public awareness, lack of leadership from Central Office on down	4
Duplication with Adult Education	2
Instability of the program	1
Under 3 different departments - should be under principal of school and local district	1
Participation in some areas is weak	1

7. (continued)

Lack of sliding salary scale - administrators salary should increase in line with the number of participants served	1
School system's commitment	1
Lack of interest on part of public	2
Blank	2

Note: There were 24 surveys returned - have 27 answers above because several gave more than one reason to a question.

8. If you could improve the program by making one change, what would it be?

Adequate funding of program for year-around program with better materials; even suggested a semi-annual evaluation of all programs	8
Give priority in funding projects placing inner-city projects first	1
Combine with Adult Education into single department of continuing education with new director	3
Stronger commitment from Board of Education	2
Place under local school level at an administrative level to develop and run better program	1
Relocate some centers	2
Would not change - fine	1
More of them	1
Change salaries in accordance with number of students	1

8. (continued)

Change the existing opinion that it is a glorified Adult Education Program	1
Reorganize to make use of total community support and appoint task force to analyze and make recommendations	1
Blank	2

11. How can we better inform the citizens in your district about the Community Education Program?

Public Relation Programs - consistent advertising often, not just once a year	6
Newspaper and TV media, etc. Often, not just a few spots once or twice a year	8
Endorsement from local PTA groups	3
Frequent open houses where programs are successful; enthusiastic participants are best source	3
Do more work in the social organizations of the community	1
Door to door spreading the word	1
Being part of the complete educational program of Metro schools and promoted by coordinator - principal area office	2
Leadership at the Director of Community Education level	1
Promote it in cooperation with the K-12 program	1
In-service for teachers in regard to community education	1
Blank	2

(continued)

Change the existing opinion that it is a glorified Adult Education Program	1
Reorganize to make use of total community support and appoint task force to analyze and make recommendations	1
Blank	2

How can we better inform the citizens in your district about the Community Education Program?

Public Relation Programs - consistent advertising often, not just once a year	6
Newspaper and TV media, etc. Often, not just a few spots once or twice a year	8
Endorsement from local PTA groups	3
Frequent open houses where programs are successful; enthusiastic participants are best source	3
Do more work in the social organizations of the community	1
Door to door spreading the word	1
Being part of the complete educational program of Metro schools and promoted by coordinator - principal area office	2
Leadership at the Director of Community Education level	1
Promote it in cooperation with the K-12 program	1
In-service for teachers in regard to community education	1
Blank	2

12. How do you think the Community Education Program should be funded?

Local with state and federal funds as they become available	1
Local funds	4
State	4
Federal	4
Self supporting except for the staff that administers the program	2
330% more than at present or not at all	1
Small tuition from each adult	3
Park commission pay for gym use	1
School board help out in some areas	4
Private fees and donations	1
Through regular educational funding programs	3
Like public television - local, federal foundations, etc.	1

26

Survey of Community Agencies, Multiple Choice Items

Rate of Return: 26 returned of 79 sent = 33%

1.	How often did your organization make use of the Community Education facilities?	a.	More than once a week	8 (31
		b.	Once a week	6 (23
		c.	Once every two weeks	4 (15
		d.	Once a month	2 (8
		e.	Once every two months	2 (8
		f.	Less than once every two months	4 (15
2.	How do you view the Community Education Program in relation to your organization?	a.	Essential to my organization's function	15 (58
		b.	An asset but not essential	10 (38
		c.	Would not be missed if program eliminated	1 (4
3.	Do you think the Community Education Program should be expanded within the school you have used?	a.	Yes	21 (81
		b.	No	5 (19
4.	Do you think the Community Education Program should be expanded to other schools?	a.	Yes	24 (92
		b.	No	1 (4
		c.	Uncertain	1 (4

5-9. See open-ended responses.

Survey of Community Agencies, Open-ended Items

5. In your opinion, what is the one best thing about the Community Education Program?

Answer did not apply	1

vey of Community Agencies, Multiple Choice Items

e of Return: 26 returned of 79 sent = 33%

How often did your organization make use of the Community Education facilities?	a.	More than once a week	8 (31%)
	b.	Once a week	6 (23%)
	c.	Once every two weeks	4 (15%)
	d.	Once a month	2 (8%)
	e.	Once every two months	2 (8%)
	f.	Less than once every two months	4 (15%)
How do you view the Community Education Program in relation to your organization?	a.	Essential to my organization's function	15 (58%)
	b.	An asset but not essential	10 (38%)
	c.	Would not be missed if program eliminated	1 (4%)
Do you think the Community Education Program should be expanded within the school you have used?	a.	Yes	21 (81%)
	b.	No	5 (19%)
Do you think the Community Education Program should be expanded to other schools?	a.	Yes	24 (92%)
	b.	No	1 (4%)
	c.	Uncertain	1 (4%)

See open-ended responses.

ey of Community Agencies, Open-ended Items

In your opinion, what is the one best thing about the Community Education Program?

Answer did not apply	1

5. (continued)

Dedication and commitment of the Community School Directors excellent	1
Low or no fee required for meeting place	1
Involves people in local community bringing school and community closer; utilizes schools for more than school functions, for example, gives churches a place for athletic program; makes program convenient to participants since close to their homes	8
Academic education - extra curricular activities - Takes school to people; offers interest to adults outside of home; advance ability of people; gives kids a facility after school under supervision; keeps kids off streets	12
Blank	3

6. If you could improve the program by making <u>one</u> change, what would it be?

Answer did not apply	1
More school should be involved in this type of program	4
Increase public awareness of program - more individual contact	4
Could not improve	1
Expand service - include summer months	2
Include more academic programs for adults, as English - public speaking	2

6. (continued)

More supervisors and better supervision, better organization	3
Better instructional materials	1
Better baby-sitting facilities	1
Provide more funds so that additional athletic facilities and equipment might be made available for community use	1
Blank	6

7. In your opinion, what is the greatest weakness about the Community Education Program?

Not enough communities receiving the benefits of such a program	2
Lack of exposure within community - need more publicity - individual contact	6
Leadership - more workers - more supervision	8
Inadequate funds - could provide broader curriculum - higher quality program	3
Lack of organization - church paid $50 to use Highland Heights' gym once a week - real hassle because of the people "hanging around" and interfering	1
Blank	6

8. Do you think the Community Education Program meets a community need?

Yes - definitely	23
Blank	3

(continued)

More supervisors and better supervision, better organization	3
Better instructional materials	1
Better baby-sitting facilities	1
Provide more funds so that additional athletic facilities and equipment might be made available for community use	1
Blank	6

In your opinion, what is the greatest weakness about the Community Education Program?

Not enough communities receiving the benefits of such a program	2
Lack of exposure within community - need more publicity - individual contact	6
Leadership - more workers - more supervision	8
Inadequate funds - could provide broader curriculum - higher quality program	3
Lack of organization - church paid $50 to use Highland Heights' gym once a week - real hassle because of the people "hanging around" and interfering	1
Blank	6

o you think the Community Education Program meets a community eed?

Yes - definitely	23
Blank	3

9. What services can your agency offer to the community via our Community Education Centers?

Could give college credit classes: associate degree program	1
Recreation to the youth of the community	2
Basketball team will play in any tournament to help promote service of the Community Education program	1
Provide large easily accessible meeting place in the school building	1
Basic adult education leading to a GED	1
Provide coaches for various sports and programs	1
Students to help with program - help people in community	1
Could teach care and understanding of the elderly	1
Provide boating safety education	1
Seminar on the sport and technology of catching rockfish	1
Donate quite a lot of money to the Athletic Department	1
None	1
Improve and further the educational advancement of people in the community	1
Stands ready to serve the community in any way. Can provide discharge upgrading, counseling, help with educational programs and answer questions which pertain to veterans.	1

9. (continued)

Churches - restricted in some ways but all expressed a willingness to do anything they could to improve the program - ask them and they will try to help - one suggested a donation from the church to help in some way. Will help them with sports or get them involved in church activities - help to make a better community	5
Answer did not fit the question	1
Blank	5

(continued)

Churches - restricted in some ways but all expressed a willingness to do anything they could to improve the program - ask them and they will try to help - one suggested a donation from the church to help in some way. Will help them with sports or get them involved in church activities - help to make a better community	5
Answer did not fit the question	1
Blank	5

Summary of Results

Participant Survey

1. The largest percentage (26%) of responding participants were in the age range 20-29. Another 24% fell in the age range 40-49, and 21% were between the ages 30 and 39.

2. A large majority (63%) of the responding participants were female.

3. More than 80% of the respondents were white.

4. Nearly half (49%) of the responding participants had attended Community Education classes at McGavock High School. One out of five responses came from the participants at McMurray Junior High School. Another 15% of the returned surveys came from East High School participants. The remaining four Community Education Centers comprised the remaining 15% of the returned surveys from participants.

5. The following Community Education Centers had a response rate larger than their proportion of surveys mailed to participants: McGavock (49% of all returned surveys vs. 36% of all mailed surveys), McMurray (20% of all returned surveys vs. 19% of all mailed surveys), Warner (7% of all returned surveys vs. 6% of all mailed surveys). The remaining four Centers had rates of response smaller than their proportion of surveys mailed out: East (15% of those returned vs. 17% of those mailed), Highland Heights (2% of those returned vs. 8% of those mailed), North (3% of those returned vs. 8% of those mailed), Pearl (4% of those returned vs. 6% of those mailed).

6. The responding participants described their activities as falling into three major categories: vocational (29%), acadmeic (27%), recreational (27%). The remaining 17% categorized their activities as cultural in nature.

7. Nearly one-third of the participants first heard of the Community Education Program through "friends." The newspaper ranked second in accounting for the first contact with the constituents, being marked by another 23%. Contacts with school officials accounted for 18%, and information from children in school for 12%.

8. More than four-fifths of the participants planned to take part in Community Education activities in the future.

9. Referring to item 7, of the 17 respondents who did not plan to take part in future Community Education activities, no respondent was critical of the program (see "open-ended responses" for item 7). Several respondents were leaving the city and/or returning to college; others could not find the time to participate.

10. Some of the strongest points relating to Communtiy Education dealt with interpersonal relationships, according to the participants: the relationships were strengthened with teachers, other persons in the community, other members of the individual's family.

11. According to the participants, the weakest points of Community Education dealt with impersonal aspects such as lack of publicity, funding, variety of classes, etc.

7. Nearly one-third of the participants first heard of the Community Education Program through "friends." The newspaper ranked second in accounting for the first contact with the constituents, being marked by another 23%. Contacts with school officials accounted for 18%, and information from children in school for 12%.

8. More than four-fifths of the participants planned to take part in Community Education activities in the future.

9. Referring to item 7, of the 17 respondents who did not plan to take part in future Community Education activities, no respondent was critical of the program (see "open-ended responses" for item 7). Several respondents were leaving the city and/or returning to college; others could not find the time to participate.

0. Some of the strongest points relating to Communtiy Education dealt with interpersonal relationships, according to the participants: the relationships were strengthened with teachers, other persons in the community, other members of the individual's family.

1. According to the participants, the weakest points of Community Education dealt with impersonal aspects such as lack of publicity, funding, variety of classes, etc.

Administrators Survey

1. Except for two administrators marking "does not apply" all the responding administrators viewed the Community Education Program in a positive manner (item 2). Half of the administrators responding said the Community Education Program was "an integral and essential part of the educational program," while the other half marked "an asset to the overall educational program but not essential."

2. The public relations impact of the Community Education Program was noted by the administrators. Two-thirds of the administrators "strongly agreed" that the program had a good public relations impact. Another 29% of the responding administrators "agreed."

3. Approximately 90% of the respondents thought the Community Education Program should be expanded in current schools and/or other schools in the system.

4. Fifteen of the administrators were in positions where they had received requests from other principals for a Community Education program in their schools.

5. Fifty-eight percent of the administrators responding said they felt the people in their district understand and know about the Community Education Programs in the district and the availability of these services.

6. According to the school administrators the strong points about the Community Education Program are: opportunities for citizens to supplement their education, open school concept, increased use of facilities, improved community relations.

7. The greatest weaknesses of the program are: lack of funds to properly implement and expand the program, lack of support by community at large.

8. The school administrators felt that the program could be improved by increasing the funding, combining Adult Education and Community Education into a Department of Continuing Education.

9. There was great diversity of opinion among the administrators about sourc of funding: some felt the sole support should be from local funds while others would seek state and federal monies. Some felt that a small tuiti charge should be levied for all activities.

Survey of Community Agencies

1. Based on the surveys returned: about one-third of the participating community agencies used Community Education facilities more than once a week. About one-fourth of the agencies used the facilities once a week. Another 15% used the facilities once every two weeks.

2. Nearly sixty percent of the agencies responding stated that the Community Education program was "essential" to the function of their organization. Another 38% felt the Community Education Program was "an asset but not essential."

3. More than four-fifths of the respondents felt that the Community Educatio Program should be expanded within their contact school.

4. Ninety-two percent of the respondents felt that the Community Education Program should be expanded to other schools.

5. The agency officials felt that some of the best things about the Program are: better school-community relations, offers academic education opportunities, recreation opportunities for all ages, facilities availab at school that cannot be obtained elsewhere such as gymnasium.

6. The respondents felt the program could be improved by expanding the activities to other schools, providing better supervision, increasing public information about the program.

7. Activities offered in the Community Schools through the various communit agencies included: junior college credit courses, basketball league program, basic adult education, safety education programs, various recreational activities.

There was great diversity of opinion among the administrators about sources of funding: some felt the sole support should be from local funds while others would seek state and federal monies. Some felt that a small tuition charge should be levied for all activities.

ey of Community Agencies

Based on the surveys returned: about one-third of the participating community agencies used Community Education facilities more than once a week. About one-fourth of the agencies used the facilities once a week. Another 15% used the facilities once every two weeks.

Nearly sixty percent of the agencies responding stated that the Community Education program was "essential" to the function of their organization. Another 38% felt the Community Education Program was "an asset but not essential."

More than four-fifths of the respondents felt that the Community Education Program should be expanded within their contact school.

Ninety-two percent of the respondents felt that the Community Education Program should be expanded to other schools.

The agency officials felt that some of the best things about the Program are: better school-community relations, offers academic education opportunities, recreation opportunities for all ages, facilities available at school that cannot be obtained elsewhere such as gymnasium.

The respondents felt the program could be improved by expanding the activities to other schools, providing better supervision, increasing public information about the program.

Activities offered in the Community Schools through the various community agencies included: junior college credit courses, basketball league program, basic adult education, safety education programs, various recreational activities.

Conclusions and Implications

The nature of the survey technique used in this study presents several problems in the interpretation of the data. A mailed questionnaire had to be used for the Participant Survey since the classes were in their final week when the request for evaluation was made. Although the return postage was pre-paid by the school system, the rate of return for the Participant Survey was less than desired (32%). It is debatable whether the results would have been significantly different if a survey had been administered during class time, insuring a much larger response rate. The main question arising from the relatively low response rate is: Is the sample of 32% biased toward the students who were happy with the program (and thus wanted to report their pleasure) or is the sample biased toward those students who were displeased (and made the extra effort of returning the survey to voice their displeasure)?

Through checking registration forms at the seven Community Schools it was determined that the age percentages (item 1), sex percentages (item 2), and racial percentages (item 3), as reported by the sample, were approximately equal to the percentages for the total population of participants. Extrapolating to the other questionnaire items, it seems reasonable to expect that the 32% sample is, in fact, representative of the entire participant population.

The types of activities favored by the participants were vocational, recreational, and academic programs, represented by 29%, 27%, and 27% of the participants, respectively. The activities categorized as cultural in nature were participated in by 17% of the respondents.

It might be said regarding Community Education, as in a business enterpr that the best advertisement is a satisfied customer. Nearly one-third of the responding participants first heard of the Community Education Program throug a friend, perhaps often a satisfied "customer" himself. Newspaper ads also proved to be an effective method of promoting the programs, since nearly one-fourth of the participants first heard of the programs from the newspaper Information from the schools themselves, often school newsletters, accounted for another 18% of the first contacts.

More than 80% of the respondents planned to participate in future Commun Education Programs, indicating that these participants were satisfied with th outcomes of their classes.

The school administrators who responded to their survey were all positiv in their assessment of the Community Education Program. Half of those responding said the program was "an integral and essential part of the educational program," while the other half marked "an asset to the overall

The types of activities favored by the participants were vocational, eational, and academic programs, represented by 29%, 27%, and 27% of the icipants, respectively. The activities categorized as cultural in nature participated in by 17% of the respondents.

It might be said regarding Community Education, as in a business enterprise, the best advertisement is a satisfied customer. Nearly one-third of the onding participants first heard of the Community Education Program through iend, perhaps often a satisfied "customer" himself. Newspaper ads also ed to be an effective method of promoting the programs, since nearly fourth of the participants first heard of the programs from the newspapers. rmation from the schools themselves, often school newsletters, accounted another 18% of the first contacts.

More than 80% of the respondents planned to participate in future Community ation Programs, indicating that these participants were satisfied with the omes of their classes.

The school administrators who responded to their survey were all positive heir assessment of the Community Education Program. Half of those onding said the program was "an integral and essential part of the ational program," while the other half marked "an asset to the overall

educational program but not essential." No administrator marked a negative response.

The positive public relations impact of the program was noted by the administrators, and approximately 90% of the responding administrators thought the Community Education Program should be expanded in current schools and/or other schools in the system.

The administrators felt the Community Education Program was strongest in increasing the use of school facilities, increasing the opportunities for citizens to supplement their education, and improving school-community relations. The greatest weaknesses were the lack of funds to properly implement and expand the program and the lack of support by certain communities. It can be noted that the "lack of funds" is beyond the control of the Community Schools personnel. However, the lack of support in the communities might be partially alleviated by increased diligence by the local Community Schools personnel to see that the community at large is kept fully informed about school activities. Again, the best advertisement is a satisfied student who "spreads the word" throughout the community about the program at the school.

The Community Education Centers provide a valuable service to the non-profit agencies in the communities by allowing them to use the school facilities for meetings. In turn, the agencies provide needed community services on the

school site. Whether the activities be a church basketball league or free
Cross life saving classes, the activities serve the community at no cost to
the school system.

Nearly sixty percent of the agencies responding stated that the Commun
Education Program was essential to the function of their organization. The
agency administrators felt the Community Education Program could be improve
by increasing the supervision at the Centers (another funding problem perha
and by increasing the amount of information to the public regarding the prog

Overall, the surveyed populations were positive in their attitudes abou
the Community Education Program. Generally, they felt that the program shou
be expanded with increased funding for more Centers and better supervision.
More publicity in the communities was a continuing suggestion for improvemen
In general, the program is well accepted by persons in direct contact with i
but the persons surveyed felt the program should be expanded and better
publicized to touch more people in the respective communities.

ol site. Whether the activities be a church basketball league or free Red
life saving classes, the activities serve the community at no cost to
school system.

Nearly sixty percent of the agencies responding stated that the Community
tion Program was essential to the function of their organization. The
y administrators felt the Community Education Program could be improved
creasing the supervision at the Centers (another funding problem perhaps)
y increasing the amount of information to the public regarding the program.
Overall, the surveyed populations were positive in their attitudes about
ommunity Education Program. Generally, they felt that the program should
panded with increased funding for more Centers and better supervision.
ublicity in the communities was a continuing suggestion for improvement.
neral, the program is well accepted by persons in direct contact with it,
e persons surveyed felt the program should be expanded and better
ized to touch more people in the respective communities.

APPENDIX A

APPENDIX A

I. ATTENDANCE AT THE COMMUNITY EDUCATION CENTERS, 1975-76

	Average Weekly Attendance to Instructional Classes	Average Weekly Attendance to All Activities
East	372	928
Highland Heights	240	539
McGavock	2415	5204
McMurray	288	422
North	102	404
Pearl	106	208
Warner	343	800

II. TYPES OF ACTIVITIES AT THE COMMUNITY EDUCATION CENTERS, 1975-76

	Educational Classes	Enrichment Classes	Recreational Activities
East	12	9	15
Highland Heights	3	9	18
McGavock	90	62	30
McMurray	6	17	6
North	2	4	5
Pearl	1	2	3
Warner	5	10	11

III. A SAMPLING OF ACTIVITIES OFFERED AT THE COMMUNITY EDUCATION CENTERS.

Air Conditioning & Refrigeration
Amateur Radio I
Amateur Radio II & III
Art (Basic Drawing & Beginning Painting)
Art (Advanced Painting)
Arts & Crafts For Children
Astrology I
Astrology II
Astronomy
Auto Mechanics
Auto Mechanics (Volkswagens only)
Auto Paint & Body Repair
Aviation I (Private Pilot Ground School)
Aviation II (Instrument Pilot Ground School)
Ballet I
Ballet II
Banjo
Ballroom Dancing
Basic Home Repair
Basic Adult Education
Baton
Blue Print Reading
Boat Safety
Bookkeeping I
Bookkeeping II
Brick Masonry
Bridge
Cake Decorating I
Cake Decorating II
Ceramics
Christmas Decorations
Creative Stitchery
Creative Stitchery (A
Creative Writing

III. A SAMPLING OF ACTIVITIES OFFERED AT THE COMMUNITY EDUCATION CENTERS, 1975-76

Air Conditioning & Refrigeration

Amateur Radio I

Amateur Radio II & III

Art (Basic Drawing & Beginning Painting)

Art (Advanced Painting)

Arts & Crafts For Children

Astrology I

Astrology II

Astronomy

Auto Mechanics

Auto Mechanics (Volkswagens only)

Auto Paint & Body Repair

Aviation I (Private Pilot Ground School)

Aviation II (Instrument Pilot Ground School)

Ballet I

Ballet II

Banjo

Ballroom Dancing

Basic Home Repair

Basic Adult Education

Baton

Blue Print Reading

Boat Safety

Bookkeeping I

Bookkeeping II

Brick Masonry

Bridge

Cake Decorating I

Cake Decorating II

Ceramics

Christmas Decorations

Creative Stitchery

Creative Stitchery (Advanced)

Creative Writing

Computer

Decoupage

Dog Training & Obedience

Driver Education

Electronics (Basic)

English I (Basic Grammar)

English II

First Aid

Fishing Rod Making

Flower Arranging

French

Furniture Refinishing

Gardening (Landscape)

G.E.D. Preparation

General Math

Group Golf

Guitar I

Guitar II

Graphoanalysis

Gymnastics

Income Tax

Interior Decoration

Introductory Sculpture

Journalism

Keypunch

Knitting & Crocheting

Ladies Slimnastics

Leathercraft

Legal Secretarial Practice

Macramé

Machine Shop

Motorcycle Repair

Office Machines

Outboard Motor Repair

Parliamentary Procedure

Photography I

Photography II

Piano I

Piano II

Pottery I

Pottery II

Preparation For Civil Service Exam

Public Speaking

Quilting

Radio & TV Repair

Reading Skill Development

Real Estate
(Fundamentals of Basic Real Estate)

Real Estate Finance

Real Estate Law

Recreation For Children

Residential Wiring

Sewing (Basic)

Sewing (Advanced)

Shorthand I

Shorthand II

Sheet Metal

Small Engine Repair

Song Writing

Spanish I

Spanish II

Speed Reading (Speed & C

Speed Writing

Tailoring

Tennis

Typing I

Typing II

Upholstering

Upholstering for Automob

Woodworking I

Woodworking II

Yoga

44

Piano II

Pottery I

Pottery II

Preparation For Civil Service Exam

Public Speaking

Quilting

Radio & TV Repair

Reading Skill Development

Real Estate
(Fundamentals of Basic Real Estate)

Real Estate Finance

Real Estate Law

Recreation For Children

Residential Wiring

Sewing (Basic)

Sewing (Advanced)

Shorthand I

Shorthand II

Sheet Metal

Small Engine Repair

Song Writing

Spanish I

Spanish II

Speed Reading (Speed & Comprehension)

Speed Writing

Tailoring

Tennis

Typing I

Typing II

Upholstering

Upholstering for Automobiles & Boats

Woodworking I

Woodworking II

Yoga

APPENDIX B

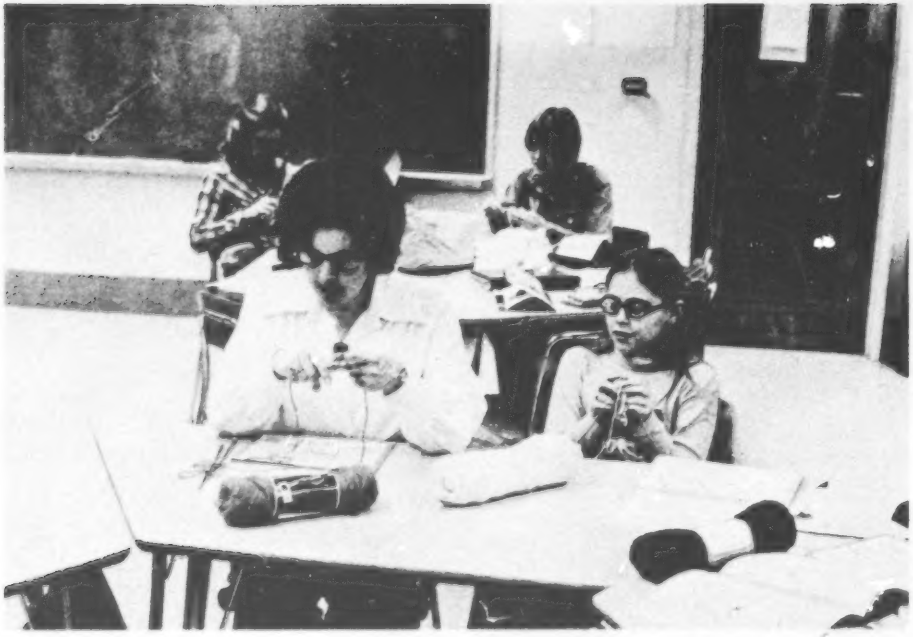
Ladies' Slimnastics

Guitar Lessons

ies' Slimnastics

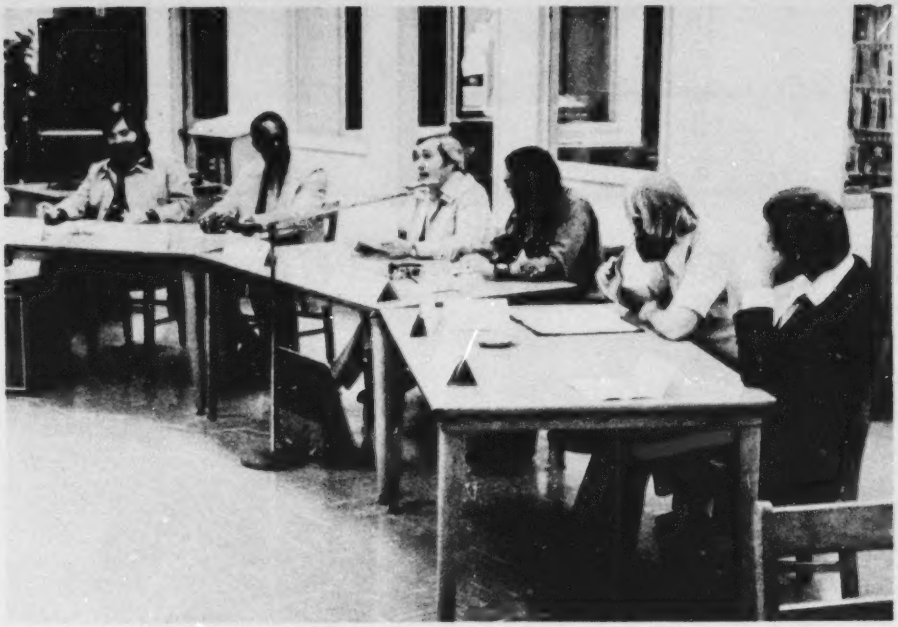
Guitar Lessons

Community Forum



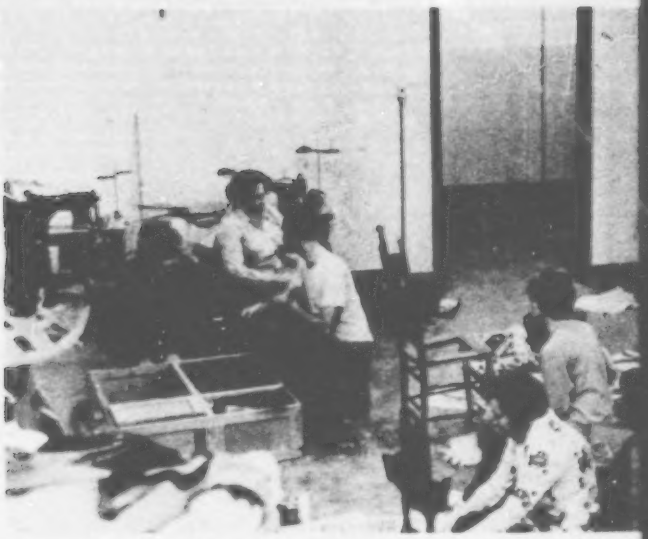
Creative Stitchery

Community Forum



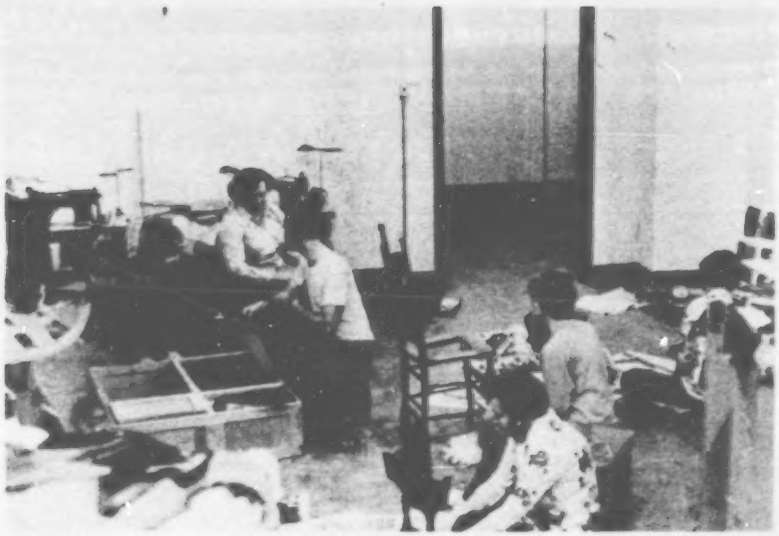
Creative Stitchery

Wheel Chair Basketball



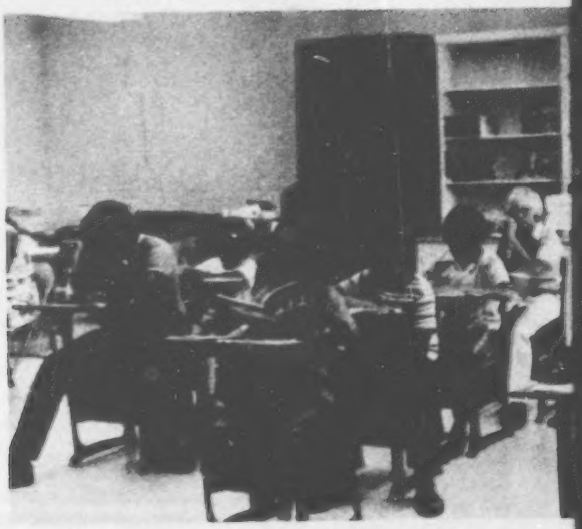
Upholstery

Wheel Chair Basketball



Upholstery

Remedial Reading



A Distinguished Visi

Remedial Reading

A Distinguished Visitor

Art

Drama

Art

Drama

Masonry

Auto Mechanics

Masonry

Auto Mechanics

COMMUNITY EDUCATION IS PEOPLE HELPING PEOPLE

From: People Helping People, An Overview of Community Education, by Larry E. Deck

Pendell Publishing Co., Midland, Michigan, 1975.

COMMUNITY EDUCATION IS PEOPLE HELPING PEOPLE

ple Helping People, An Overview of Community Education, by Larry E. Decker, Pendell Publishing Co., Midland, Michigan, 1975.